

DOCUMENT RESUME

ED 141 222

SO 010 062

TITLE Working in America, Part III. Materials for Using American Issues Forum in the American History Classroom, Topic V.

INSTITUTION New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

SPONS AGENCY National Endowment for the Humanities (NEAH), Washington, D.C.

PUB DATE 76

NOTE 43p.; Several pages of the original document are copyrighted and therefore not available. They are not included in the pagination; For related documents, see SO 010 060-061 and ED 134 525

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.

DESCRIPTORS Bureaucracy; Classroom Materials; Concept Formation; Economically Disadvantaged; Government Role; Grade 11; Instructional Materials; Labor; Learning Modules; Leisure Time; Minority Groups; Public Opinion; Resource Materials; Secondary Education; *Social Studies; Socioeconomic Influences; *United States History; *Welfare; Welfare Recipients; Welfare Services; Work Environment

IDENTIFIERS *American Issues Forum

ABSTRACT

The learning module is the third in a series which examines American history in light of industrial development and expansion. Presented in field test condition to allow for feedback from students and teachers, the booklet explores the welfare state and minority employment through presentation of an extensive teacher background section and 10 class exercises. The learning activities are designed to help 11th grade social studies students develop concepts and understandings related to welfare. Topics include causes of poverty, choice of occupation, low income and minority groups, applying for jobs, welfare, leisure time, work attitudes, and the American dream of prosperity. Learning activities include filling out a sample employment form, role playing, skits, class discussion, mock opinion polls, community interviews, and analysis of literary passages. The format of the exercises generally includes objectives, materials, strategy, and evaluation. Also included where relevant are questions for class discussion and interviews with welfare recipients, background information for students and teachers, survey findings, character profiles, quotations, questionnaires, and employment forms. All information necessary for carrying out these activities is presented. An evaluation form for teachers and a bibliography are included. (Author/DB)

ED141222



U.S. DEPARTMENT OF HEALTH,
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MATERIALS FOR USING
AMERICAN ISSUES FORUM
IN THE AMERICAN HISTORY CLASSROOM

TOPIC V: WORKING IN AMERICA



Developed with a grant from
THE NATIONAL ENDOWMENT FOR THE HUMANITIES

Part III

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of General Education Curriculum Development
Albany, New York 12234
1976

SØ 010 062

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FOREWORD

The modules for *Working In America* included in this publication have been produced in consonance with the program of the American Issues Forum under a grant from the National Endowment for the Humanities. The classroom strategies are intended to provide suggestions for examining American history in the light of the issues identified by the national committee which proposed the American Issues Forum. In view of the topical nature of the 11th grade social studies program, this can be done without seriously disrupting most teaching programs.

The materials are in fieldtest condition, so that classes and teachers may provide input concerning learning experiences which prove to be most useful. Some assessment of each strategy used by some or all of the students, and suggestions of modifications or substitutions will help the Department produce a final set of strategies which will carry the themes of the American Issues Forum into the future, as we look beyond the Bivcentennial Year.

Teachers will find that the teaching strategies relate most closely to understandings concerning industrial development and expansion in Topic III, American Economic Life, in the syllabus for Social Studies 11, *American History*.

This publication contains a much greater emphasis upon teacher background, since labor history has so often been treated in rather cursory fashion in many courses in American history. Teachers are reminded that the choice of suggested pictures, reading passages and classroom strategies, as well as any adaptations of the background discussions are to be made by them in terms of appropriateness for the student or students who will use them.

The Evaluation Form, appears on page iv.

A number of the exercises used in *Working In America* are drawn from *The Age of Employment*, copyright 1975 by Kenneth L. Gagala and Donald R. Hetzner. "Early Labor Imports," "Treatment of Laborers and Indentured Servants in Early America," "Working Conditions in Textile Mills," "Upward Mobility—The Horatio Alger Idea," "Andrew Carnegie: The Two Sides of the Man," "The Worker's View of the World of Work," "Attitudes Toward Work Over Time," "The Railroad Strike of 1877," "The Eight Hour Day and Five Day Week," "The Airplane Factory," "Business Enterprise Role Playing Situation," "Two Views of the Future of Organized Labor," "Americans Against Union Control of Government," and parts of other sections are reprinted by the Bureau of General Education Curriculum Development with the permission of the authors. Other exercises and commentary are original and designed for *Working In America* and are printed with permission of the authors. Donald H. Bragaw, Chief, Bureau of Social Studies Education, is coordinating the project. The manuscript was prepared for publication by Janet M. Gilbert, Associate in Curriculum Development.

EVALUATION FORM FOR
WORKING IN AMERICA

Please return this form to the Bureau of General Education Curriculum Development, The State Education Department, Albany, New York 12234

1. Classroom strategies used (list by pages)
2. How many students were involved in using this material?
3. Were the reading passages/statistical materials/graphics within the comprehension level of most of the students using them? (list by pages and indicate how satisfactory each was, if a single answer does not apply)
4. Were the suggested questions, and/or the learning strategies interesting and helpful to students in reaching the understandings or developing the desired concepts? (list by pages and indicate how satisfactory each was, if a single answer does not apply)

5. Please suggest substitutions of readings/statistics/graphics which you think would be more appropriate.

6. Please suggest modifications of the learning strategies to make them more effective for more students.

Send descriptions of learning strategies, with references to reading passages, etc., which you have found effective in teaching these same understandings or concepts.

Your signature and school identification is optional; we'd like to give you credit if we use any of your ideas!

THE WELFARE STATE: PROVIDING A LIVELIHOOD

Teacher Background

"Once I built a railroad, made it run,/Made it race against time./
Once I built a railroad./Now its done./Brother can you spare a dime?"—
E.Y. Harburg

"I believe in the dignity of labor whether with head or hand, that the world owes no man a living but that it owes every man an opportunity to make a living."—John D. Rockefeller

"If a free society cannot help the many who are poor, it cannot save the few who are rich."—John F. Kennedy

"The United States spends more money than any other nation in the world upon statistical investigations, yet we know less about the poverty of the people than almost any other great nation of the Western World."—Robert Hunter (1904)

"Our President is now focusing attention on poverty in the United States. But unfortunately we are ill prepared to act because we have been out of touch...All we have is a handful of crude data, mostly on family income, and they tell us very little."—Theodore W. Schultz (1964)

"Blessed are the poor for they shall inherit the earth."—Matthew 5.

Poverty was believed to be an inevitable, unfortunate fact of life throughout most of human history. The poor were not to blame for their condition nor were they expected to escape poverty. Impoverishment was a station in life to be accepted by the poor in anticipation of eternal reward in the afterlife.

Not until industrialization occurred did anyone seriously believe that poverty could be eradicated. In pre-industrial society, the ability to produce was sharply limited. Most people were destined to be poor. Industrialization gave more people the ability to live in abundance.

Industrialization and the Protestant ethic also brought a change in the attitudes of those who governed society toward the poor. Poverty came to be viewed as the responsibility of the poor. Each man was on his own. Industriousness was the greatest of virtues, idleness the greatest of evils. Prosperity was a sign of righteousness, poverty of unworthiness. The poor were in their situation because they chose not to work. Whether they had the opportunity or ability to escape was of little consideration. Poverty came to be viewed as a crime against society.

The philosophy of Social Darwinism gained popularity with influential members of American academic, business, and government circles during the late nineteenth century period of rapid economic growth and still persists in many quarters today. Contempt for the poor is at the heart of Social Darwinism. The weak and inferior are weeded out in the evolutionary process. Nature's rule is the survival of the fittest. The poor are unfit, so mankind benefits when they are eliminated. This philosophy was used to oppose social legislation designed to improve living conditions of the poor.

It was not until the Great Depression of the 1930's when poverty and despair were so widespread that government was motivated to enact measures which provided income for the unemployed, the aged, destitute children, and the handicapped. President Roosevelt saw "one-third of a nation ill housed, ill clad, ill nourished." Nearly one-quarter of the labor force was unemployed. People stood in long lines for food handouts from private charities. Social Darwinism be damned! One-third of the nation could not have brought this condition upon themselves. Government responded with unemployment compensation, assistance to the aged, disabled, and dependent children of the poor, and public works projects.

World War II brought an end to economic depression and the incidence of poverty. The years following the war brought unprecedented prosperity to millions of Americans, members of "the affluent society." The poor seemed to disappear as suburbanites breezed to their homes on concrete canyon freeways past urban slums. Focusing attention on flaws in the system bore denunciation and the blacklist during the McCarthy era.

During the 1960's, the poor became increasingly visible. Urban riots, poor people's marches, welfare rights demonstrations, and union organization drives brought the poverty issue into the American living room. In 1964, President Johnson launched the War on Poverty. Job training, basic education, and legal assistance training programs for the poor were initiated. Only six months later, another war was escalated, this one in Vietnam. Between November 1964 and June 1968, about 5 billion dollars were spent on the domestic war; the Asian war soon cost 30 billion dollars per year.

The poverty war came under attack. Many middle-class families, feeling hard-pressed by taxes and inflation, believed that they were supporting those who did not want to help themselves. The scope of anti-poverty programs was reduced during the Nixon administration. For most of the poor, nothing really basic changed as a result of the short-lived poverty war.

How many Americans are poor? What are the causes of poverty? Are we making progress in eliminating poverty?

These are difficult questions made even more complicated by difficulty in defining what is poverty. Depending on how poverty is defined we are either making progress toward its elimination or no progress at all.

Most statistics used by government agencies are based upon a "poverty index" which indicates a minimum amount of money for a family to simply cover its needs for food and shelter adjusted for changes in prices. In 1970, the poverty level was \$3,968 for an urban family of four. This implies 85¢ per person per day for food. There were 25.5 million people below this income level. The proportion of the poor in the population fell from 22.4 percent in 1959 to 13 percent in 1970. Using this definition we are making progress.

Another definition places poverty in relative terms. The rationale is that one is poor, if one cannot purchase goods and services affordable by a large proportion of the population. Using this relative definition

of poverty we haven't done well, as is indicated in the table below which shows the percentages of income that went to various categories of families during the period 1950-1970.

Group	1970	1965	1950
Lowest fifth.....	5.5%	5.3%	4.5%
Second fifth.....	12.0	12.1	12.0
Middle fifth.....	17.4	17.7	17.4
Fourth fifth.....	23.5	23.7	23.5
Highest fifth.....	41.6	41.3	42.6

Source: Federal Reserve Board data; from Wall Street Journal, February 28, 1972, p. 1.

In addition to income being concentrated in the hands of a small minority, wealth is also concentrated. Eleven percent of families own 60 percent of all the private assets (stocks, bonds, land, buildings, in the country.

Who are the poor? About one-half live in large metropolitan areas. About 50 percent live in the South.

Seventy percent of the poor are white. Among all whites about 11 percent are poor. Among all blacks, 34 percent are poor. Among Spanish speaking people, 24 percent are poor.

About 20 percent of the poor are over age 65. Another 40 percent are children ages 15 and under. Therefore, 60 percent are not in age groups normally considered able to work.

Contrary to popular impression, a large proportion of persons classified as poor are actually employed. Sixty-eight percent of all poor families have at least one wage earner. Some observers estimate that over half of individuals classified as poor are employed.

The welfare system of the United States consists of three types of programs.

1. Programs to aid those in the work force. The programs include training to equip the poor with skills saleable in the labor market, aid to depressed areas of the country, unemployment insurance, and minimum wage protection.

2. Programs that provide services and goods to the poor on the basis of need. Included in this group of programs are child care, subsidized housing, medical services, and food distribution such as Food Stamps.

The first two types of programs generally limit the discretion of the poor because, except in the case of unemployment insurance, cash grants are not made. A person usually receives unemployment insurance benefits after he has been employed. He may be viewed as having earned the benefits. While instances of fraud in unemployment, housing, and food distribution have been reported, they have not stirred public concern to the degree of programs which make cash grants to the poor.

3. Programs which offer cash assistance mainly to those outside the labor force. The Social Security Act passed during the Great Depression of the 1930's is the basic instrument.

People who pay social security taxes while they are working receive benefits upon retirement as a basic right. They do not have to display a need.

Others—the blind, the disabled, and families with dependent children—who may not have paid social security taxes may receive benefits based upon displaying a need. The most controversial of these is the Aid to Families with Dependent Children program. When people complain about "welfare" they are generally referring to the AFDC program which constitutes one-third of all welfare expenditures and 70 percent of all welfare clients.

Though the Federal government contributed nearly 60 percent of the total cost of the public assistance programs under the Social Security Act, the administration of these programs, within broad Federal standards, is left to the states. They determine qualifications, eligibility, and the level of benefits. The last item is determined on the basis of minimum needs required by applicants for public assistance, a figure which varies widely among the states.

The welfare stereotype is a woman usually black, with a string of illegitimate children who migrated north to claim a big welfare check, avoid work, and live forever on the dole.

In reality, 58 percent are white. Minorities total 42 percent, three times their proportion of the total population. The average family on welfare numbers 4 persons, compared to 4.2 persons in the general population. Thirty-two percent of welfare children are illegitimate. An important reason is that the government only recently began distributing birth control information to recipients. The typical payment for an additional child is \$35 per month, hardly enough to cover the cost of rearing of an additional child.

Most of the people from rural areas on big-city welfare roles chose industrial centers for work opportunities, not welfare. The majority were self-supporting for at least two years before going on welfare. A family of four receives less in all 50 states than the income level defined by the U.S. Department of Labor as necessary for a minimum standard of living. Benefits range from minimum low of \$60 in Mississippi to a high of \$375 per month in Alaska.

Less than one percent of welfare recipients are able bodied, unemployed men. At best, 6 percent of all recipients are employable, if day care, job training, and education programs are provided. Because of ignorance, or shame, or local official's resistance, half the population with incomes so small they can qualify for aid collects no relief whatever.

Welfare is a particular problem for many large cities. One out of 6 New York City residents, one out of 8 in Detroit, and one in 7 in San Francisco are on welfare. In New York City, the welfare population exceeds

the population of Baltimore. Between 1965 and 1970, the number of people on welfare rose from 45 per 1,000 to 85 per 1,000. The states of California and New York have 30 percent of the welfare recipients in the nation. In 1970, the Federal, state, and local governments combined spent 12.8 billion dollars on all forms of public assistance. This amounted to about 4 percent of their actual expenditures.

The causes of poverty are many. Individual characteristics of poverty tend to interact and perpetuate each other in what has been termed the cycle of poverty.

The poor are characterized by low educational attainment, inferior housing, ill health, low paying jobs, and/or recurring unemployment. Poor education can result in low income. A low income results in poor housing and housing affects one's health. Poor health affects one's ability to perform in school and on the job. Conditions reinforce one another, often from generation to generation.

Job training programs and improved education can be effective in breaking the cycle of poverty for poor families with workers. Most of the poor who do not work—about one-half of all poor families—cannot, because of age, disability, or responsibility for dependent children. In 1971, about 30 percent of poor families were headed by people with less than 8 years of education. Training and education are not panaceas. There must be jobs available for workers who have improved their skills. This has not always been the case.

If many poor cannot work and our economy has been unable to guarantee jobs commensurate with the newly acquired skills of poor workers, what is the alternative? Poverty can be reduced by transferring income through taxation from the more well-to-do to the poor. It was calculated that in 1970 it would have taken 11.4 billion dollars to raise the income of all poor families above the poverty line. This is double the amount spent in the War on Poverty from 1964 to 1968. Would the nation be willing to undertake such an effort to eliminate poverty?

Minority Employment

A class or group of people can be stereotyped for certain jobs no matter what their qualifications. While employers perhaps have more opportunity to discriminate because they generally have greater control over hiring and promotions, unions can also discriminate.

As a nation we have only quite recently attempted to halt discrimination through concerted government action. The situation began to change around the early 1950's. Prior to that time it was legal for employers and unions to discriminate on the basis of race, national origin, sex or religion.

One of the first breakthroughs occurred in 1944 when the United States Supreme Court ruled that a union must represent all workers covered by a collective bargaining agreement fairly and cannot negotiate with the

employer for provisions which would be detrimental to any group covered by the agreement. The case of *Steele v. Louisville and Nashville Railroad* culminated years of strife on Southern railroads.

During the 1920's, American railroads began the transformation from steam locomotives to diesel locomotives. The old steam locomotives required a fireman whose job was to shovel coal into the boiler. The fireman's job was hot and dirty and not very desirable. In the South, most of the firemen were blacks. When the diesel locomotives were put into operation, the fireman was no longer needed to fire the boiler, but unions managed to negotiate contracts retaining the jobs. Being a fireman on a diesel locomotive became very desirable. Many white-dominated unions negotiated contracts which resulted in the firing of black firemen. Where negotiations were unsuccessful, murder was sometimes the result. Between 1923 and 1932, 17 black Southern railroad firemen were murdered on the job by snipers.

The *Steele* decision prohibited unions from negotiating contracts detrimental to minority group workers. But unions retained the right to bar anyone from actual membership in the union. The somewhat incongruous result was that unions could negotiate contracts affecting workers who had no right to join the union, and therefore, no voice in the governance of the union.

In 1948, New York passed the first state fair employment practices act in the nation. The act prohibits unions from barring anyone from membership on the grounds of race, national origin, sex, or religion and employers from discriminating against minorities in hiring and promotions. The New York law established a model for other states which passed fair employment practice laws. In 1964, the Federal government enacted an equal employment law, again closely patterned after the New York law.

A lot of changes have occurred since the passage of fair employment laws. Non-whites have been admitted to professional sports and now appear in TV commercials. There are now women telephone installers and corporate executives. The number of non-white and female labor union officials has increased. But much still needs to be done. The average income of non-whites is only about 55% of that for whites and incomes received by women lag far behind those received by men.

Prior to the passage of anti-discrimination laws, employers and unions who discriminated would openly admit to it. Today, discrimination carries legal sanctions and openly discriminatory practices are hard to identify. But to attribute the income differentials between whites and non-whites and between men and women solely to discrimination by employers and unions oversimplifies matters. Other factors compound the situation.

Forty percent of non-whites versus 70% of whites receive a high school diploma, which is a requirement for most skilled jobs. But years of education alone do not indicate the educational disadvantage. For example, in 1966, the U.S. Department of Health, Education, and Welfare reported that the quality of education in non-white schools is substantially poorer than in white schools.

Employers or unions which desire to exclude non-whites need not resort to overt discrimination. The public education system has provided an effective, legal means of screening out non-whites. Through the administration of examinations in basic subjects such as reading and arithmetic, even if competence in these areas is not necessary for performance of the job in question, more non-white applicants will be disqualified than whites.

The primary way that people find out about job openings is very informal and usually in the nature of information provided by friends and relatives. It is estimated that approximately 85% of the non-white population lives in racially exclusive neighborhoods. If a person's friends and relatives are employed in low paying jobs, those are the ones that he/she will tend to find out about. Racial housing segregation and existing job market information channels reinforce one another and help to perpetuate the predominance of non-whites in low paying jobs.

Our choice of occupation is the result of a host of sociological and psychological factors which affect our attitudes and aspirations. Recall your childhood. Boys play cops and robbers and receive chemistry sets and doctor's outfits for gifts. Girls play school and receive baking sets and nurse's outfits for presents. Is it any wonder that most elementary school teachers and nurses are women and most scientists, police, and doctors are men? Non-white youth and women can hardly be expected to aspire to occupations where few non-whites or women are present.

Unions influence the number of tradesmen available for work through joint determination with employers of the number of apprentices to be admitted each year. Apprentices attend school and receive on the job training. Upon completion of apprenticeship, they are admitted to the unions as full fledged journeymen. Because apprenticeship typically lasts four to five years, determining the number of apprentices to be admitted each year is difficult because it involves a prediction of the number of journeymen needed in the future.

As late as 1960, non-whites comprised less than 3% of the craftsmen in the construction industry. Union, employer, and government spokesmen will generally concede that a primary reason why non-whites were not admitted to the trades prior to the 1960's was discrimination. It was not until 1963 that the construction industry was seriously challenged. Civil Rights demonstrations in major U.S. cities focused upon the sparse number non-white building tradesmen. The dramatic highpoint showed demonstrators lying down in front of ready mix concrete trucks in full view of television cameras which beamed the incidents and the issue into American living rooms.

President Kennedy reacted and ordered the adoption of apprenticeship selection processes which would not discriminate against minorities. Prior to the issuance of the Executive Order, apprentices were generally selected by joint union-management committees utilizing rather flexible admission guidelines which gave preference to friends and relatives of those employed in the industry. The Executive Order could be complied with in either one of two ways: By installing rigid admission criteria consisting of written and oral examinations for all applicants or by keeping the flexible admission standards and admitting significant numbers of minority worker

Virtually all joint union-management apprenticeship committees adopted the first course of action. But little was accomplished in regard to increased non-white admissions.

The expected rush of minority applicants did not materialize and the severity of the obstacle posed by a lack of job market information became apparent. Of those non-whites who did apply, many were unable to gain admittance due to deficient educational backgrounds. As one observer stated: "What opened the door to minorities also closed the door."

One of the few joint union-management apprenticeship selection committees in the country to retain flexible admission requirements and increase minority participation is in New York City's electrical trade. As a result of unprecedented anticipated demand, the largest apprenticeship class in the local union's history was admitted in 1962. It included 260 blacks and 40 Puerto Ricans. In 1960, there were 79 black apprentices in the electrical trade in the entire United States. The New York City experience was unprecedented and unduplicated.

In an effort to increase minority participation within the vast majority of trades employing inflexible entrance requirements, a series of projects was launched. These include apprenticeship information centers and outreach projects.

The purpose of the information centers is to interest minority youth in the apprenticeable trades and to assist them in applying for the program. In New York State the centers are operated by the State's Department of Labor and receive the financial assistance of the Federal government.

The outreach projects recruit minority applicants and provide intensive educational instruction in an effort to prepare participants to pass the examinations administered by the joint-union management selection committees. The Workers Defense League, a private civil rights organization, initiated programs in Buffalo, Rochester, and the New York City area.

During the period 1965 to 1969, the apprenticeship information centers and outreach projects operating throughout the country made gains in the number of minority apprentices. But it became clear that at the existing rate of progress it would not be until sometime beyond the year 2000 that non-whites would achieve participation in the construction trades commensurate with the proportion they comprise of the labor force.

In 1969, demonstrations again occurred at construction sites in major cities. After months of negotiations between Federal, state and local governments, building trade unions, construction industry employers associations, and the civil rights groups which staged the demonstrations, a new direction was taken, the so-called "home town plan." In Buffalo, New York City, and most other major American cities with substantial non-white populations, agreements were reached which pledged non-white participation in the building trades which is representative of their participation in an urban area's labor force within 5 years.

A

In February of 1973, the AFL-CIO Building Trades Department reported that the number of non-white apprentices reached an all time high of 13,400 or 13.2% of the total, which is nearly equal to the proportion non-whites comprise of the nation's labor force. The problem may be solved. But what about the means?

Critics say that the "home town plans" exclude whites who are better qualified for the jobs. The plans are contrary to the American system of justice. Recent high school graduates are not responsible for the discrimination of the past.

In reply, defenders state that the "home town plans" represent a return to the system of selection utilized prior to 1963 which gave preference to relatives and friends of employers and union members. It is almost as if unions and employers have adopted non-whites as relatives.

Questions for Discussion

- . A guaranteed annual income for everyone regardless of whether they work is often opposed on the grounds that it will reduce the incentive of people to work. How much income is necessary in order to motivate people to work?
- . What are the chances that a child born in poverty can improve his economic and social positions?
- . How does being poor affect one's relationships with others? What is the position of a poor person in society?
- . What factors account for fully employed people being poor? How do the facts that most poor families include an employed person and one-half of the poor do not receive welfare benefits affect your opinions on the causes of poverty?
- . Is poverty defined better by an income level sufficient to purchase certain basic necessities of life or by the relationship the lowest income groups bear to the rest of society?
- . With public assistance comprising about 4 percent of total government expenditures, do you believe that excess welfare spending is a problem? Do you know of other categories of government expenditures that warrant greater or the same amount of scrutiny by our elected officials?
- . What is meant by the statement "the rich are the greatest beneficiaries of welfare"?
- . If we cannot find work or are physically unable to work, should we be provided with the necessities of life? What are the necessities of life, e.g., food, shelter, an automobile, a television set?
- . Does the welfare system as presently constituted destroy the work ethic? Would you prefer welfare to a job?

CLASSROOM EXERCISE
EMPLOYMENT APPLICATION EXERCISE

Objectives

- . Given "Application for Employment: Okefinokee Beverage Company," the student will locate and delete items perceived as potential sources of employment discrimination.
- . The student will list the potential sources of job discrimination located on the application, assess which items are most discriminatory, and speculate on the possible consequences of leaving these items on the form.
- . The student will demonstrate the ability to successfully complete this one phase of a job search by filling out the altered application form.

The student should strike any information requested by the application which he believes is irrelevant to the consideration of his/her qualifications for employment and a possible source of discrimination. The student should justify his determinations. The instructor should consider having students complete the form in order to gain experience filling out employment applications.

APPLICATION FOR EMPLOYMENT
OKEFINOKEE BEVERAGE COMPANY

Attach color
picture here

NAME: Mr. _____
Mrs. _____
Miss _____
Ms. _____

ADDRESS: _____

RACE: _____

From what country did your ancestors come: _____

RELIGION: _____

SEX: _____

AGE: _____

MARITAL STATUS:

Single

Divorced

Separated

Married

Number of times married before: _____

Are you a homosexual?

Yes

No

Do you belong to any organization on the Attorney General's Subversive
Activities List?

Yes

No

To what political party do you belong? _____

Have you ever been arrested?

Yes

No

Have you ever taken any illegal drug?

Yes

No

Are you a citizen of the United States?

Yes

No

Names of friends or relatives working for the company: _____

Do you agree to take a lie detector test whenever requested by the company?

Yes

No

Dates

Name & Location	From	To	Mo.	Yr.	Major Subjects	Degree
High School						
College						
Other						

Scholastic standing in H.S. _____ College _____

Part of college expenses you earned None __, 0-25% __, 25-50% __,
50-75% __, More than 75% __.

List high school and college activities in which you were active (e.g. social and honorary societies, class organizations, athletics, etc.)

Also list offices held _____

To what community, social, and professional organizations do you belong and offices held _____

What hobbies or recreational activities do you enjoy? _____

What books, magazines, journals, etc. do you read frequently? _____

Names of Present or Last Employer				Kind of Business	Address	
Starting Date		Leaving Date		Starting Pay	Final Pay	Reason for leaving
Month	Year	Month	Year			
Job Title (Present or Last)				Name of Supervisor		Supervisor's Job Title
May we contact?						

Description of Work and Responsibilities

Name of Next Previous Employer | Kind of Business | Address

Starting Date		Leaving Date		Starting Pay	Final Pay	Reason for leaving
Month	Year	Month	Year			

Job Title (Last)	Name of Supervisor	Supervisor's Job Title	May we contact?
------------------	--------------------	------------------------	-----------------

Description of Work and Responsibilities

Branch of Service _____ Date entered _____ Date discharged _____

Rank at discharge _____ Type of discharge (e.g., Medical, Honorable, etc.) _____

Major duties: _____

Service schools attended: _____

Disabilities incurred, and percent of disability received: _____

Are you willing to submit to physical examinations? Yes ___ No ___

List any serious illnesses you have had during the last 10 years: _____

Have you been hospitalized or treated by a doctor during the last ten years? _____ If yes, where and for what reason? _____

How much time have you lost from work (school) because of illnesses during the past two years? _____

What were the illnesses: _____

List three references who are not relatives of former employers:

Name	Address	Occupation	Years Known

Position desired: 1st Choice _____ Second Choice _____

What are your salary requirements per month? _____

What is your ultimate salary goal? _____

Why have you chosen our company for a career? _____

Are there any other experiences, skills or qualifications which you feel would especially fit you for work with our company? _____

What has been your most interesting work? _____

What made it interesting to you? _____

What are your ambitions in life? _____

How much time per month could you spend traveling away from home? _____

If necessary, would you be willing to transfer? _____

Other information you may want to submit: _____

It is understood that any agreement entered into between this company and the applicant is predicated upon the truthfulness of the statements herein contained.

SIGNATURE _____

CLASSROOM EXERCISE

ROLE REVERSAL EMPLOYMENT SKIT

Objectives

- . The student will examine his/her possible future in the hiring and promotion process and compare it to that of the opposite sex by participating in a hypothetical role reversal hiring situation where discrimination on the basis of sex exists.
- . The student will empathize with those who are discriminated against in hiring and promotion procedures.
- . The student will identify instances of discrimination in the employment situation and the effects of discrimination upon education, job market information channels, and the socio-psychological nature of the discriminated.
- . The student will trace the evolution of political and legal remedies during the 20th century.
- . The student will consider and defend his/her position on quota employment in light of objective information and ideological considerations.

Materials

- . Sufficient copies of "Role Reversal Employment Skit" for participants in the role playing situation:
 - Charlene
 - George
 - Pat
 - Karen
 - Rosemary
- . Copies of "Minority Employment" for each member of the class.

Strategy

Ask for volunteers to participate in the skit during the prior class and distribute copies to participants so that they may practice their roles. Have students read "Minority Employment" the night before.

Use the skit and conduct a discussion based upon the questions at the end of the skit.

Discuss the issue of quota employment upon completion.

Evaluation

- . Are students able to formulate a working definition of job discrimination?
- . Were students able to recognize the several instances of discrimination in the skit?
- . Were students able to empathize with George who was the object of discrimination?
- . Are students able to relate the changing nature of discrimination to the issue of quota employment?
- . Are students willing to volunteer information on instances of perceived discrimination and are they able to document these instances upon questioning?

Questions for Discussion

- . What type of position was George qualified for?
- . Should George be given a position with greater responsibility than that of a secretary if his fellow employees are prejudiced against George because of his sex?
- . Should the interviewers be interested in whether George is planning a family?
- . Should the interviewers be interested in George's personal life?
- . Do you think women are exposed to the type of questions that were posed to George? Are men usually asked these same questions?
- . Do you believe that some employers adhere to the letter rather than the spirit of equal employment opportunity laws (re Pat)?
- . What do you think George told his girlfriend after the interview?
- . Is discrimination in hiring and promotion justified in certain circumstances?

CLASSROOM EXERCISE

PUBLIC OPINION ON THE CAUSES OF POVERTY

In 1964, as President Johnson launched the "War on Poverty," the American Institute of Public Opinion asked the following question:

"In your opinion, which is more often to blame if a person is poor--lack of effort on his own part, or circumstances beyond his control?"*

Here are the nationwide findings:

CAUSE OF POVERTY?

Lack of effort	33%
Circumstances	29
Equal	32
No opinion	6

When those who could not make up their mind or could make no choice between the two are excluded, the results are as follows:

CAUSE OF POVERTY?

Lack of effort	54%
Circumstances	46

The rather sharp difference between Republicans, Democrats and Independents on this subject of poverty is shown as follows, excluding those who did not make a choice between the alternatives.

CAUSE OF POVERTY

	Republicans	Democrats	Independents
Lack of effort	64%	47%	62%
Circumstances	36	53	38

Among those persons with income of \$10,000 and over, more blame lack of effort than blame circumstances.

Among those persons with incomes under \$3,000, more cite circumstances as the cause of poverty than blame lack of effort.

Those persons with the most education, who perhaps have had better opportunities, tend to cite lack of effort as the major reason for a person being in poverty.

(The Gallup Poll, Princeton, New Jersey.)

Conduct a poll of your class and your friends and family on this question.

Rank responses according to

1. Age
2. Level of Education
3. Sex
4. Political Affiliation
5. Income Level
6. Occupation

Does your data coincide with that in 1964?

Based upon an analysis comparing responses with characteristics of respondents, why do you believe people answered as they did?

CLASSROOM EXERCISE

THE THROWAWAY PEOPLE

The five profiles in this exercise are representative of the life circumstances of the poor. Read the biographical sketches and note the type of relationships the poor bear to their environments. Are they actors or the acted upon?

WELFARE CATCH-22:
WHEN HE'S ELIGIBLE, HE'S INELIGIBLE

By Robert D. McFadden

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(c) 1976 by The New York Times Company. Reprinted by permission.)

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Questions for Discussion

- . Do Gonzalez, the DeHoyas, Homer Burleigh, and Edmund MacIntosh deserve help from the public?
- . What would you do if you were in their position?
- . Would you have lived your life different than them? Could you?
- . What problems do all of the poor have in common?
- . Are people from different cultures and geographical regions affected differently by poverty?
- . What type of political or social organizations would you expect the poor to belong?

CLASSROOM EXERCISE

THE FREEDOM BUDGET

The Freedom Budget was formulated in 1966 and endorsed by prominent black and white citizens. Its objective was to eradicate poverty in ten years in a purposeful manner similar to our national effort to put a man on the moon. Eliminating poverty would be a monumental achievement in this Bicentennial Year. We have failed to achieve this goal.

Read the Freedom Budget. Is it a realistic plan. Could we eradicate poverty in a decade?

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(From A "Freedom Budget" for All Americans (1966). Reprinted by permission of the A. Philip Randolph Institute, New York.)

CLASSROOM EXERCISE
APPLYING FOR WELFARE

Material

"Profile of Mary Simmons"; copies of Publication No. 1158 (Rev. 3/75) "Redi Reference Guide--Application/Certification of Need for Public Assistance"; and Form DSS-1994 (Rev. 3/74) "Application/Certification of Need for Public Assistance."

Strategy

Pass out copies of the "Profile of Mary Simmons" and let students read and comment. Pass out Publication No. 1158 and Form DSS-1994 and have students fill out the form using the profile. Be alert for student comments. Follow up on them. This is a difficult form! Students will probably not be able to complete it because of both its complexity and Mary Simmons's lack of documentation, for example, no social security number.

- . Discuss the importance of the various kinds of information requested.
- . Through role play identify Mary's feelings about her contact with the social services office.
- . What kinds of help would Mary need from a social services staff member?

If possible, contact the local department of social services and ask for a staff member to attend class and help with the form, and the ensuing discussion.

PROFILE

Mary Simmons
22 Town Road
Buffalo, New York 14209
Born: January 25, 1958

Mary Simmons, the former Mary Tompkins, married Joseph Simmons on January 27, 1975. On November 1, 1975, Joe announced that he wanted to "see the world" and left their home the following morning. No one in Buffalo has seen him since, but one friend received a letter postmarked Miami Beach on January 7, 1976.

Mary was a junior in high school when married and has no job experience. Since November she has been paying her rent, utilities, food and other miscellaneous expenses out of the \$500.00 relatives gave her at the wedding. As of 1/25/76 she has \$10.00 in her pocket and the rent of \$100.00 plus \$50.00 in other expenses are due on the first of the month. Mary, whose parents fume about "people on the dole," finally decided to go to the social services office after visiting her doctor on the morning of the 25th and finding out that she is three months pregnant.

ENJOYING THE FRUITS OF LABOR

Teacher Background

"Oh, why don't you work like other men do? How the hell can I work when there's no work to do? Hallelujah I'm a bum." Harry McClintock

"A life of leisure and a life of laziness are two things." Benjamin Franklin, Poor Richard's Almanac. 1746.

"They talk of the dignity of work. Bosh. The dignity is in leisure." Herman Melville

"Idle boys and idle girls, standing on the Devil's ground. He will find you work to go, and pay your wages too." Traditional

"The devil who finds work for idle hands is still reading over our shoulders. . . what we have not yet learned is to tell him to go to Hell and let us get on with the business of discovering how to make our leisure as satisfying, honorable, and as creative a part of our lives as our work." Russell Lynes

"So long as there is one man who seeks employment and cannot find it, the hours of labor are too long." Samuel Gompers, 1887.

"Will it be an epoch when the American people, seeking mass distraction and mass surcease through mass media, will continue to grow more and more indistinguishable from one another? Or will it be an epoch when people use leisure creatively to develop their own infinitely diverse individualities?" Arthur Schlesinger, Jr.

"What is psychologically important in this shift to mass leisure is that the old middle-class work ethic--the gospel of work--has been replaced in the society of employees by a leisure ethic, and this replacement has involved a sharp, almost absolute split between work and leisure. Now work itself is judged in terms of leisure values. The sphere of leisure provides the standards by which work is judged; it lends to work such meanings as work has." C. Wright Mills

"I regard the five-day week as an unworthy ideal. . . . More work and better work is a more inspiring and worthier motto than less work and more pay. . . . It is better not to trifle or tamper with God's laws." John E. Edgerton, President of the National Association of Manufacturers, 1926.

"There are some people to whom freedom from labor means liberty for the indulgence of low tastes, and they are thus a serious menace to society. It must also be again emphasized that most vice and crime take place in spare time. In fact it must be thus, for there is practically no opportunity for vice to express itself under the strict discipline of the modern factory. The employer is careful to see that the time he purchases and pays for is not wasted, but there is no employer to ensure similar control over leisure hours. There is every indication that as the pressure of daily work is relaxed, the rigidity of the moral code is likely also to be lessened." George Garton Cutten, The Threat of Leisure, 1926.

The workday was from sunrise to sunset in the American colonies, with a six-day week. Early labor unions sought a limit of 12 to 14 hours per day. In 1840, when federal employees were granted a ten-hour day, work weeks of 70 to 84 hours were the rule. The eight-hour day for federal employees was instituted in 1868. In 1900, the average farmer worked about 67 hours per week. His counterpart in the factory worked 56 hours. In 1948, average weekly hours worked in nonagricultural jobs were about 43. Today, the average workweek is about 38 hours.

During his work life, today's worker has about 1,200 hours of free time each year, or 3.3 hours more each day, than did the average male worker at the turn of the century. In addition, the average male worker has nine extra years of nonwork time, because he starts work later, retires earlier, and lives longer.

The major reason for the reduction in hours is the increase in output per man hour. Productivity increases are largely the result of expanding specialization and capital intensification. With rising productivity employers can afford to offer workers greater compensation. Part of this increased compensation is taken in the form of higher wages; the other portion is in the form of reduced hours.

Whether future productivity increases will be large enough to allow a further reduction in hours is questionable. The goods producing sector of the economy (automobiles, steel, wheat) is growing at a slower rate than the service sector (medical, legal, airlines). Productivity gains tend to be smaller in the service sector than in the goods sector. The three-day and four-day workweeks may be further away than some observers have predicted.

Shorter working hours do not necessarily improve the quality of a person's life, make him happier, or increase the amount of leisure time. Workers generally spend more time commuting to work today than in previous generations. Modern workers spend an average of 8 1/2 hours commuting to and from work per week. Prosperity has increased home ownership. On the average owning a home requires five to seven hours of maintenance per week. Increased free time allows workers to take second and even third jobs. This practice is known as moonlighting.

To some, moonlighters are heirs to the spirit of the nation's founders. To others, moonlighters are a scourge in our economic and social system, who take work away from the unemployed and time away from their families.

In May 1971, 4 million persons, 5.1 percent of all employed workers, were counted as moonlighters--they held two jobs or more. The actual number of moonlighters is probably much greater, because many are reluctant to report other jobs in order to avoid income taxes, and union and employer restrictions.

In the 1930s rubber tire plants in Akron, Ohio went on a six-hour day, six-day week schedule in order to spread available work among the existing labor force. Many remained on this schedule through the 1960s.

An estimated 16 to 20 percent of the workers held a second full-time job. One man was found to have been working two full-time jobs for thirteen years. He averaged 72 hours of work each week.

Men with family responsibilities comprise the largest portion of moonlighters. Almost half of all moonlighters are men between the ages of 25 and 44. Debt and other financial pressures appear to be the most significant causes.

About one-seventh of all workers in 1970 worked more than 49 hours per week. The vast majority held one job. Many of these people are professionals who enjoy their work or hold responsible positions and are either required or expected to work long hours. Doctors, lawyers, and professors tend to work longer hours than workers with less education and training.

About 22 million Americans worked in nonpaying, volunteer positions during 1970. Approximately one of every six adults contributes free labor to some health, educational, religious, or welfare organization. These contributions are equivalent to the work performed by a full-time work force of 900,000.

Moonlighting and volunteer work indicate that many people prefer additional work to additional leisure. Furthermore, workers often complain when they are denied the opportunity to work overtime by their employer. The Puritan work ethic does not appear to be dead among a large portion of the labor force. In fact, some people may feel guilty about an increase in free time which is forced upon them by a reduction in hours. They compensate for this guilt by working. When they are not working, many people think about their work and are unable to relax.

Psychological theory stresses a hierarchy of needs. After a person meets his material needs, his desires turn to the satisfaction of needs such as social acceptance, recognition, self-expression, and self-actualization. If these higher level needs are not satisfied on the job, one might expect workers to seek satisfaction during their leisure time.

In early Greek and Roman societies, leisure was viewed as an opportunity to think broadly and cultivate the mind. Modern society tends to relate leisure to relaxation and recreation.

A major concern of some social commentators is the way people spend their free time. The American worker is often portrayed as a pot-bellied, beer-drinking oaf whose major interests are on the sports page and television, and who is frustrated with his life largely as a result of his lack of exposure to art, culture, and education. Whether this is an accurate portrayal or merely a snobbish view of self-styled possessors of the secret of happiness is open to question.

TWO VIEWS OF THE EFFECTS OF INCREASED LEISURE TIME ON LABOR

Sidney Lens

A Shorter Work Week?

The Wobblies, whose insurgent impulse a few decades ago made life in America a bit richer, place high on their revolutionary banner the demand for a sixteen-hour work week--four hours, four days.

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(From A Shorter Work Week? by Sidney Lens. Reprinted by permission from the author and Commonweal Magazine. April 29, 1960.)

Questions for Discussion

- . Do you foresee a significant change in the length of the workweek in the next 10 years?
- . Do you believe the hours of work should be decreased?
- . If leisure time increases, how do you believe workers will spend it?
- . Should we be concerned if workers choose to use their leisure time in escapist pleasures like watching TV and playing cards?
- . Should we be concerned about moonlighting and perhaps even pass laws prohibiting the practice? Would such laws be constitutional?
- . What is your opinion of Sidney Lens's proposal to compel workers to participate in education programs?
- . Should schools attempt to teach people how to use their leisure time? What could be taught?
- . A century ago, it was not uncommon for twelve year old children to be employed full time. Is a high school education a form of leisure or is it really work?
- . Does the government, an employer, or a union have the right to force people to use their free time in "constructive" ways?
- . Do we live to work or do we work to live?

CLASSROOM EXERCISE

CHANGES IN THE WORK AND LEISURE OF STUDENTS

We are aware of dramatic changes in the hours of work and forms of leisure activities for the labor force during this century. Less is known about changes in the work and leisure patterns of high school students. Do today's students work harder than those in preceeding generations? Despite television and greater accessability to automobiles, have leisure and transportation patterns changed substantially?

Ask the following questions of family members and neighbors who attended high school years ago and compare their responses with those of members of your class.

1. During what years did you attend high school?
2. Did you live in a rural area or in a city?
3. Are you male or female?
4. What time did classes begin?
5. What time did classes end?
6. What was the length of the school day?
7. What time did you wake up on school days?
8. What time did you wake up on weekends?
9. Did you do any work before going to school each day?
10. How long did this work take?
11. What type of work was it?
12. How long did it take for you to travel from your home to school?
13. How did you travel to school?
14. How many minutes of free time in the form of lunch periods and study halls did you have in a typical school day?
15. Did you participate in school activities after classes ended?
16. What types of activities did you participate in?
17. How much time did you devote to extra curricular activities in a typical school day?
18. Did you work after school or on weekends (include work around the house)?
19. What type of work did you do?
20. How much time did it take?
21. What were your forms of recreation?
22. Estimate how much time you spent in a typical week on each form of recreation.
23. How much time did you spend on homework in a typical school day? On weekends?

CLASSROOM EXERCISE

UTOPIA 1976?

In 1955, Morris Ernst in his book *Utopia 1976* looked forward to the Bicentennial Year as a period when:

...close to one half of our people will, all through their adult lives, take courses by correspondence, or otherwise and effectively explore those aspects of life and the unknown which excite their curiosities. The new exciting leisure will establish prestige values of unorthodoxy;...millions of us will go abroad... . Our own people will learn at least three languages in childhood, as the Swiss do;...the cravings for narcotics and excessive alcohol will decline as people need fewer spurs for courage, and less forgetfulness;...our spiritual road map will carry the direction pointers: 1976--This Way--Energy, Leisure, Full Rich Life.

(From *Utopia 1976* by Morris Ernst. New York. Holt, Rinehart & Winston. 1955.)

Activities

Critique Ernst's forecast. Have we achieved the life style he depicted? Why or why not?

CLASSROOM EXERCISE

THE EFFECTS OF GREATER LEISURE TIME

In 1957 the public was asked the question: "There's a lot of talk about the possibility of a 4-day work week in the future, or maybe even a 3-day work week. Which one of the statements do you think comes closest to expressing the general over-all effect it would have on people?"

The answers were as follows:

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(From "Four Day Week...Boon or Menace," Elmo Roper et al. The Roper Organization, Inc. Reprinted by permission.)

Activities

- Conduct a poll of the class and members of your community.
- Do responses differ significantly from the results obtained in 1957? Hypothesize about the reasons for differences and suggest ways these hypotheses can be tested.

CLASSROOM EXERCISE

THE AMERICAN DREAM

Material

The American Dream, data drawn from a *Money* magazine poll.

Strategy

Allow students the time necessary to read the quotations given on page 217 from the American Issues Forum calendar.

Discuss the American Issues Forum topic in depth. For the purpose of introducing the exercise focus on the use of leisure time, the money-making faculty, and the question of what the contemporary American views as "pleasurable."

1. What does the American do with his leisure time?
2. What would that same American do if he had more leisure time?
3. Given a choice between extending his work hours for more pay or taking more leisure time for a proportional cut in pay which alternative will the contemporary American choose?

Instructions to students. What can one learn from the data of the *Money* poll? How are the respondents using their leisure time? Is leisure time used creatively on entertainment "purchased?" How valuable is leisure -- can it be measured in terms of money? If these respondents are typical of the average American, will the arts flourish? Will politics and voluntary services benefit from his constructive use of leisure? What does the average American's leisure time appear to be used for? Your assignment is to analyze each question of the *Money* poll and then complete one (or more) of the three following activities.

Activity 1. Make the diary entries for a typical respondent over a weekend in early February. Start the weekend at 5:00 P.M. Friday and end it at 11:30 P.M. Sunday.

Activity 2. Carry out the part of a newspaper/magazine reporter doing a series on contemporary life in the United States. This week's installment is on the use of leisure. Write an article describing the nature of a typical respondent's leisure time.

FEBRUARY 1/7:
ENJOYING THE FRUITS OF LABOR

"Oh, why don't you work like other men do./ How the hell can I work when there's no work to do?/ Hallelujah I'm a bum."
Harry McClintock

"A life of leisure and a life of laziness are two things."
Benjamin Franklin, *Poor Richard's Almanac*, 1746

"They talk of the dignity of work. Bosh. The dignity is in leisure." Herman Melville

Many Americans in the future are likely to be working less and less, and retiring earlier and earlier. Already, large numbers work a four-day week and enjoy a month or so of vacation. What do we do with all that leisure time? The question would have bewildered our ancestors; well into the 20th century, many of them worked 12 hours a day, seven days a week, in mills, mines and factories. Leisure was rare and highly prized; and until recently, most Americans thought it the prerogative of the very wealthy—or the very decadent. With more and more leisure, do we value it less? Do we live to work, or do we work to live? In the mid-19th century a British traveler wrote of Americans: "The money-making faculty is alone cultivated...All is confined to trade, finance, law and small, local provincial information." Are we indeed lost when we suspend our money-making faculty—our work? We have Hollywood and Broadway, the record and book businesses, mass spectator entertainments ranging from rock concerts to professional sports; leisure has become an industry itself! But do we really know how to relax? Great wealth has encouraged great art in other cultures. What is the quality of our cultural life? Will the arts flourish with greater leisure? Will politics and voluntary service? What is leisure for?

- Connecticut enacts "Blue Laws" in the 17th century to punish Sabbath offenders. One such law reads: "No one shall run on the Sabbath day, or walk in his garden, or elsewhere, except reverently to and from meeting."
- Public education creates a large audience for the arts, encouraging the growth of native schools of writing, painting and music. The period 1830 to 1860 sees a literary renaissance: Washington Irving, William Cullen Bryant, James Fenimore Cooper, Edgar Allen Poe, Ralph Waldo Emerson, Henry David Thoreau, Henry Wadsworth Longfellow, James Greenleaf Whittier, Nathaniel Hawthorne, Oliver Wendell Holmes and James Russell Lowell are all producing at this time.
- In 1973 Americans spend \$52.3 billion on recreation—and that sum doesn't even include travel. Items: \$2.9 billion for admissions to spectator events, \$5 billion for magazines, newspapers and sheet music, \$2.2 billion on amusement parks.

(From Calendar for American Issues Forum, National Endowment for the Humanities.)

Activity 3. You are regarded as one of America's most insightful and creative visual artists. You have been commissioned by the American Issues Forum to execute a 2 or 3 dimensional collage, illuminating the average American's use of leisure time. You envision this collage as pointing up two facets of leisure—one, what leisure appears to be more for the average American and two, what the creative use of leisure could bring about.

THE AMERICAN DREAM

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(Adapted from Warren Boroson, "A MONEY Poll: Updating the American Dream," the October 1975 issue of MONEY Magazine by special permission; (c) 1975, Time Inc.)

CLASSROOM EXERCISE

THE WORK AND LEISURE POLL

Material

Prepare enough copies of "The Work and Leisure Questionnaire" to carry out a small scale public opinion poll. "The Work and Leisure Questionnaire" may be used in its present form or modified by the teacher to fit local customs.

Strategy

Ideally, this poll would be conducted with a large number of randomly selected respondents making up the sample group. Students or the teacher would randomly select either households within a community via a city directory or telephone numbers from the local directory, and then conduct in-person or telephone interviews. In practice, however, the teacher will probably find it best to have students conduct interviews with randomly selected respondents drawn from each student's immediate neighborhood.

When the interviewing has been completed, have students tabulate and analyze the data. [Testing for Truth, Episodes in Social Inquiry, Boston: Allyn and Bacon, Inc. 1969, is an excellent introduction to survey research and analysis.] Where applicable, compare the results to those of the Money poll. Raise questions! What do the people in our community do with their leisure time? Do they

9. If you could have any one item, not cash, what would it be?

1. Island or mountain retreat ()
2. Choice of any car ()
3. Choice of any boat ()
4. Villa on Mediterranean ()
5. Original artworks or first edition books ()
6. Full-time French chef ()
7. Emerald or diamond necklace ()
8. Other (specify) ()

10. If your employer offered you one of the following rewards which would you choose? (READ ALTERNATIVES BEFORE ANSWERING)

1. 10% raise ()
2. Increased responsibility ()
3. New duties involving much travel ()
4. Executive title ()

11. When was the last time you visited ?

	Never	In past month	2-6 months	6 months - 1 year	Between 1 and 2 years	Between 2 and 5 years	More than 5 years ago
	1	2	3	4	5	6	7
an art gallery	-	-	-	-	-	-	-
a historical museum	-	-	-	-	-	-	-
a professional football game	-	-	-	-	-	-	-
a professional hockey game	-	-	-	-	-	-	-
a professional basketball game	-	-	-	-	-	-	-
a professional baseball game	-	-	-	-	-	-	-
a symphony orchestra performance	-	-	-	-	-	-	-
a poetry reading	-	-	-	-	-	-	-
a museum of science	-	-	-	-	-	-	-
a ballet performance	-	-	-	-	-	-	-

12. What is the name of your favorite poem? _____

13. What is the name of your favorite orchestral piece? _____

14. What is the name of your favorite painting? _____

15. What novel, biography, autobiography, or historical work would you recommend to a friend? _____

16. Do you engage in creative work during your leisure time? Yes _____
No _____

If yes, what is the activity? _____

17. Would you please take this short quiz? (HAND RESPONDENT A SHEET OF PAPER WITH THE FOLLOWING NAMES). Just look at the names and for those you recognize write in their occupation and a description of something they have done.

<u>Name</u>	<u>Occupation</u>	<u>Known for?</u>
Leonard Bernstein		
Edward O'Connor		
Tennessee Williams		
Jack Levine		
Richard Wright		
James Dickey		
John Dos Passos		
Saul Bellow		

Thank you for your time. Just one last question. Would you please look at this card and tell me into which group your total family income falls? (SHOW INCOME CARD).

1. Group A	under \$7,999	()
2. Group B	8,000-9,999	()
3. Group C	10,000-14,999	()
4. Group D	15,000-19,999	()
5. Group E	20,000-24,999	()
6. Group F	over 25,000	()
	refused	()

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